



BELL'S CROSSING ELEMENTARY

804 Scuffletown Road
Simpsonville, SC 29681

| | | |
|-----------------------|------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 1,210 Students | |
| Principal | Barbara A. Barlow | 864-355-3800 |
| Superintendent | Dr. Phinnize J. Fisher | 864-355-8860 |
| Board Chair | Roger Meek | 864-233-8587 |

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2011 | Excellent | Excellent |
| 2010 | Excellent | Excellent |
| 2009 | Excellent | Good |
| 2008 | Good | Average |
| 2007 | Good | Average |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 16 | 1 | 0 | 0 | 0 |

* Ratings are calculated with data available by 11/09/2011.

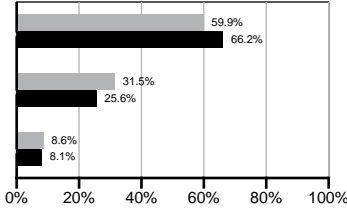
Palmetto Assessment of State Standards (PASS)

Exemplary

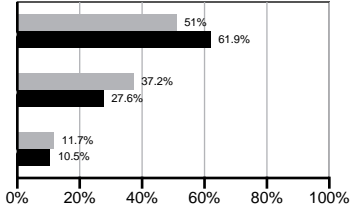
Met

Not Met

English/Language Arts



Mathematics

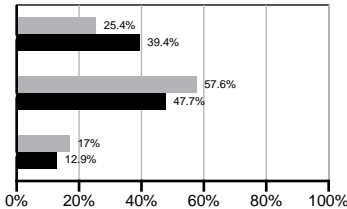


Exemplary

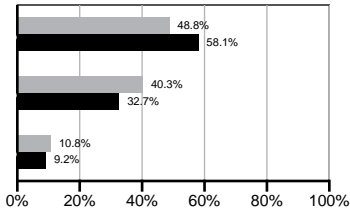
Met

Not Met

Science



Social Studies

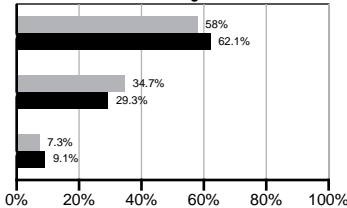


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=1,210) | | | | |
| First graders who attended full-day kindergarten | 97.7% | Up from 97.0% | 100.0% | 100.0% |
| Retention rate | 0.5% | Up from 0.4% | 0.5% | 1.1% |
| Attendance rate | 97.3% | Up from 96.9% | 96.7% | 96.2% |
| Served by gifted and talented program | 28.2% | Up from 26.6% | 32.8% | 13.4% |
| With disabilities other than speech | 4.4% | Down from 6.4% | 2.7% | 4.1% |
| Older than usual for grade | 0.0% | Down from 0.1% | 0.2% | 0.3% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=62) | | | | |
| Teachers with advanced degrees | 64.5% | Up from 63.6% | 65.4% | 62.5% |
| Continuing contract teachers | 95.2% | Up from 93.9% | 88.5% | 88.2% |
| Teachers returning from previous year | 93.0% | Up from 86.8% | 88.4% | 87.8% |
| Teacher attendance rate | 94.8% | Down from 96.6% | 95.3% | 95.2% |
| Average teacher salary* | \$47,687 | Up 0.5% | \$49,087 | \$46,773 |
| Professional development days/teacher | 7.1 days | Down from 7.8 days | 8.7 days | 10.5 days |
| School | | | | |
| Principal's years at school | 9.5 | Up from 8.5 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 24.0 to 1 | Up from 23.8 to 1 | 21.7 to 1 | 19.9 to 1 |
| Prime instructional time | 92.2% | Down from 93.4% | 91.3% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 99.7% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil** | \$5,084 | Down 5.8% | \$6,567 | \$7,447 |
| Percent of expenditures for instruction** | 69.9% | Down from 71.1% | 68.5% | 68.4% |
| Percent of expenditures for teacher salaries** | 68.8% | Up from 67.8% | 68.1% | 65.8% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Bell's Crossing is in its ninth year of implementing the Baldrige model, a data driven process for growth. The Baldrige model provides a framework incorporating the philosophy of total quality education management which consists of leadership, customer focus, systems thinking, and teamwork. All students maintain data notebooks to chart and graph their progress

We are proud of numerous areas in which we have grown this year. There are eleven NBCT teachers on staff and all teachers and paraprofessionals are Highly Qualified. Teachers participate in professional growth opportunities each year, present at conferences, and work collaboratively to ensure a consistency of learning across and within the grade levels. Community involvement and outreach continue to grow through family nights, parenting workshops, a mentoring program, and a multitude of volunteer opportunities supported by over 900 volunteers in our PTA. All parents attend conferences during the year and are involved in their child's education. A new playground and walking track was added as a result of the hard work from our PTA. Our school made AYP and earned an Absolute Rating of Excellent and a Growth Rating of Excellent this year resulting in a Palmetto Gold Award. We are proud of the gains our students have made on standardized tests, attributable in part to our use of technology throughout the school. We have addressed improvements in math by offering morning tutorial sessions. We offer early intervention programs in kindergarten through second grade in the area of reading to close the gap as early as possible. Promethean boards have been installed in 99% of our classrooms.

All students are provided leadership opportunities through Student Council, Peer Tutors, Bell's Buddies and other in-house programs. Character education is taught throughout the school as the staff strives to educate the whole child and serve as role models for our students. The program is based on the 7 Habits of Highly Effective People. The school was recognized as a SC School of Character and went on to be distinguished as a National School of Character this year. Our school was also recognized as a Safe Kids School this year. Fine Arts education is promoted as all children have the opportunity to participate in at least one grade-level or school wide production throughout the year. The PTA and SIC provided a library for the Latino community for the fourth year in a row. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with inputs on budgets and improvements. The SIC also serves as the Guidance Steering Committee.

We are continuing to ensure that our environment is supportive of learning with a positive school climate and discipline policy, keeping our facility as clean as possible. Other areas of opportunity for next year are to improve achievement for our FARMS and special education students. We will seek to provide more differentiation across the curriculum next year with the implementation of Balanced Literacy.

Barbara A. Barlow, Principal Mr. Michael Budd, SIC Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 62 | 194 | 119 |
| Percent satisfied with learning environment | 98.4% | 90.7% | 96.6% |
| Percent satisfied with social and physical environment | 100.0% | 92.3% | 96.6% |
| Percent satisfied with school-home relations | 100.0% | 89.7% | 97.5% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

| | |
|---------------------------------|----|
| School Adequate Yearly Progress | NO |
|---------------------------------|----|

This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.7% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 1.1% | 4.4% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.6% | 0.0% | No |
| Student attendance rate | 97.3% | 94.0%** | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 650 | 100 | 8.6 | 31.5 | 59.9 | 95.2 | 84.1 | 82.4 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 354 | 100 | 9.8 | 34.4 | 55.8 | 95.1 | 80.8 | 78.7 | N/A | N/A |
| Female | 296 | 100 | 7 | 28.1 | 64.9 | 95.4 | 87.7 | 86.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 496 | 100 | 6.8 | 27.7 | 65.5 | 96.7 | 89.7 | 88.9 | Yes | Yes |
| African American | 76 | 100 | 15.9 | 52.2 | 31.9 | 89.9 | 72.2 | 72.9 | Yes | Yes |
| Asian/Pacific Islander | 26 | 100 | 4.2 | 29.2 | 66.7 | 95.8 | 93.3 | 93 | I/S | I/S |
| Hispanic | 51 | 100 | 17.6 | 41.2 | 41.2 | 88.2 | 79.2 | 79.3 | Yes | Yes |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | 83.8 | 83 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 74 | 100 | 40.3 | 33.3 | 26.4 | 72.2 | 48.6 | 48.1 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 68.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 51 | 100 | 16.4 | 32.7 | 50.9 | 89.1 | 79.3 | 78.3 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 123 | 100 | 17.9 | 42.9 | 39.3 | 89.3 | 75.7 | 75.4 | Yes | Yes |

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 650 | 100 | 11.7 | 37.2 | 51 | 93.7 | 84.4 | 81.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 354 | 100 | 12.1 | 35.8 | 52 | 93.4 | 82.9 | 79.9 | N/A | N/A |
| Female | 296 | 100 | 11.2 | 38.9 | 49.8 | 94 | 86.1 | 84.1 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 496 | 100 | 10.1 | 35.1 | 54.8 | 94.9 | 89.4 | 88.9 | Yes | Yes |
| African American | 76 | 100 | 20.3 | 50.7 | 29 | 88.4 | 72 | 71.4 | Yes | Yes |
| Asian/Pacific Islander | 26 | 100 | 4.2 | 16.7 | 79.2 | 95.8 | 95.6 | 94.6 | I/S | I/S |
| Hispanic | 51 | 100 | 19.6 | 49 | 31.4 | 88.2 | 82.7 | 81.1 | Yes | Yes |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | 86.3 | 84.4 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 74 | 100 | 44.4 | 37.5 | 18.1 | 65.3 | 47.1 | 47.3 | No | Yes |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 77.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 51 | 100 | 20 | 38.2 | 41.8 | 87.3 | 83.6 | 81.4 | Yes | Yes |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 123 | 100 | 25 | 45.5 | 29.5 | 83.9 | 76.5 | 74.9 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

| | | | | |
|--------------------|--------------------|-------------------|------------------|-------------------------|
| N/A—Not Applicable | N/AV—Not Available | N/C—Not Collected | N/R—Not Reported | I/S—Insufficient Sample |
|--------------------|--------------------|-------------------|------------------|-------------------------|

PASS Performance By Group

| | Enrolment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|---------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 441 | 99.3 | 17.1 | 57.7 | 25.2 | 82.9 | 71.6 | 68.6 |
| Gender | | | | | | | | |
| Male | 238 | 99.2 | 17.7 | 54.3 | 28 | 82.3 | 71.4 | 68.3 |
| Female | 203 | 99.5 | 16.3 | 61.7 | 21.9 | 83.7 | 71.9 | 68.9 |
| Racial/Ethnic Group | | | | | | | | |
| White | 338 | 99.1 | 12.7 | 57.6 | 29.7 | 87.3 | 81 | 80.7 |
| African American | 53 | 100 | 38 | 58 | 4 | 62 | 52.3 | 51.4 |
| Asian/Pacific Islander | 19 | 100 | 5.6 | 72.2 | 22.2 | 94.4 | 85.1 | 85.3 |
| Hispanic | 30 | 100 | 36.7 | 50 | 13.3 | 63.3 | 61.4 | 61.6 |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | 76.8 | 70.8 |
| Disability Status | | | | | | | | |
| Disabled | 51 | 100 | 44.9 | 49 | 6.1 | 55.1 | 34.8 | 35.7 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 42.9 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 28 | 100 | 34.4 | 50 | 15.6 | 65.6 | 61.8 | 60.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 85 | 98.8 | 35.9 | 52.6 | 11.5 | 64.1 | 58.4 | 57.3 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 440 | 99.3 | 10.9 | 40.2 | 48.9 | 89.1 | 76.1 | 72.5 |
| Gender | | | | | | | | |
| Male | 240 | 99.6 | 10.3 | 39.1 | 50.6 | 89.7 | 75.9 | 72 |
| Female | 200 | 99 | 11.6 | 41.6 | 46.8 | 88.4 | 76.2 | 73.1 |
| Racial/Ethnic Group | | | | | | | | |
| White | 327 | 99.7 | 9.4 | 37.3 | 53.3 | 90.6 | 82.8 | 81 |
| African American | 56 | 98.2 | 18 | 60 | 22 | 82 | 61.5 | 60 |
| Asian/Pacific Islander | 19 | 94.7 | 5.9 | 29.4 | 64.7 | 94.1 | 88.5 | 89 |
| Hispanic | 37 | 100 | 16.2 | 43.2 | 40.5 | 83.8 | 69.6 | 69.6 |
| American Indian/Alaskan | 1 | I/S | N/A | N/A | N/A | N/A | 75.5 | 73.5 |
| Disability Status | | | | | | | | |
| Disabled | 51 | 100 | 34.7 | 42.9 | 22.4 | 65.3 | 41.9 | 40.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 53.8 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 41 | 100 | 17.1 | 41.5 | 41.5 | 82.9 | 70.5 | 69.7 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 90 | 97.8 | 24.7 | 43.2 | 32.1 | 75.3 | 65.2 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 223 | 100 | 7.3 | 34.7 | 58 | 92.7 | 76 | 73.2 | 97.3 | 96.4 |
| Gender | | | | | | | | | | |
| Male | 127 | 100 | 10.2 | 36.2 | 53.5 | 89.8 | 70.2 | 67.2 | 97.3 | 96.3 |
| Female | 96 | 100 | 3.3 | 32.6 | 64.1 | 96.7 | 82.1 | 79.4 | 97.2 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 176 | 100 | 5.7 | 31.6 | 62.6 | 94.3 | 83.1 | 81.5 | 97.1 | 96.2 |
| African American | 17 | 100 | 18.8 | 62.5 | 18.8 | 81.3 | 62.2 | 61.3 | 97.8 | 96.4 |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 90.3 | 87 | 97.8 | 97.6 |
| Hispanic | 20 | 100 | 15 | 40 | 45 | 85 | 64.3 | 66.7 | 97.3 | 96.8 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 74.1 | 72.2 | 97.8 | 95.8 |
| Disability Status | | | | | | | | | | |
| Disabled | 22 | 100 | 45.5 | 36.4 | 18.2 | 54.5 | 26.5 | 26 | 97 | 95.3 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 40.5 | N/A | 93.2 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 14 | 100 | 21.1 | 31.6 | 47.4 | 78.9 | 65.3 | 65.7 | 97.6 | 97.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 32 | 100 | 23.3 | 43.3 | 33.3 | 76.7 | 63.7 | 63.2 | 96.6 | 95.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2010 | 3 | 225 | 100 | 11.8 | 15.9 | 72.3 | 88.2 |
| | 4 | 228 | 99.6 | 12.6 | 29.7 | 57.7 | 87.4 |
| | 5 | 179 | 100 | 10.4 | 34.7 | 54.9 | 89.6 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 196 | 100 | 5.8 | 24.2 | 70 | 94.2 |
| | 4 | 231 | 100 | 11.7 | 32.4 | 55.9 | 88.3 |
| | 5 | 223 | 100 | 7.8 | 37 | 55.3 | 92.2 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2010 | 3 | 225 | 100 | 15.5 | 37.3 | 47.3 | 84.5 |
| | 4 | 228 | 99.6 | 13.5 | 38.3 | 48.2 | 86.5 |
| | 5 | 179 | 100 | 18.5 | 42.8 | 38.7 | 81.5 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 196 | 100 | 14.7 | 31.6 | 53.7 | 85.3 |
| | 4 | 231 | 100 | 11.3 | 43.2 | 45.5 | 88.7 |
| | 5 | 223 | 100 | 9.6 | 36.1 | 54.3 | 90.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2010 | 3 | 113 | 100 | 23.6 | 38.2 | 38.2 | 76.4 |
| | 4 | 227 | 100 | 17 | 51.1 | 31.8 | 83 |
| | 5 | 91 | 100 | 13.8 | 67.8 | 18.4 | 86.2 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 3 | 98 | 98 | 27.1 | 47.9 | 25 | 72.9 |
| | 4 | 231 | 100 | 16.2 | 63.1 | 20.7 | 83.8 |
| | 5 | 112 | 99.1 | 10 | 55.5 | 34.5 | 90 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|----------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| Social Studies | | | | | | | |
| 2010 | 3 | 112 | 100 | 16.2 | 42.3 | 41.4 | 83.8 |
| | 4 | 227 | 100 | 13.9 | 41.7 | 44.4 | 86.1 |
| | 5 | 89 | 100 | 18.6 | 46.5 | 34.9 | 81.4 |
| | 6 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 7 | 0 | N/A | N/A | N/A | N/A | N/A |
| 2011 | 8 | 0 | N/A | N/A | N/A | N/A | N/A |
| | 3 | 98 | 98 | 8.6 | 35.5 | 55.9 | 91.4 |
| | 4 | 231 | 100 | 12.2 | 44.1 | 43.7 | 87.8 |
| | 5 | 111 | 99.1 | 10.2 | 36.1 | 53.7 | 89.8 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2010 | 3 | 225 | 99.1 | 14.7 | 28.9 | 56.4 | 85.3 |
| | 4 | 227 | 99.6 | 14.4 | 27.9 | 57.7 | 85.6 |
| | 5 | 179 | 100 | 12.6 | 34.5 | 52.9 | 87.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 3 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 5 | 223 | 100 | 7.3 | 34.7 | 58 | 92.7 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| 2011 | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample